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ABSTRACT

A 6-week experimental demonstration program was provided for 90 neurologically impaired children with severe learning problems to bridge the gap between school terms and to provide learning experiences for teachers, teacher-trainees, and parents. The staff at each of three host schools consisted of five master teachers, five college students, plus a full time psychologist and a pupil personnel worker to conduct parent and sibling discussion groups and to aid the staff. The children had enrichment activities in reading, language development, motor development, manipulation, and arts and crafts. On pre- and post-project evaluations of social, emotional, and academic level of functioning, over 60% of the children readjusted to academic, school routine, and social-emotional levels within 2 weeks (instead of the usual 6 to 8 weeks) after school started in the fall. Teachers and supportive staff felt that they gained experience in working with children, parents, siblings, trainees, and each other. Recommendations are proposed for 1969 program improvements, and the appendix gives anecdotal record forms, evaluative questionnaires, and budget estimates. (LE)

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TITLE III

OPERATION BRIDGE

SUMMER 1968

A

TITLE III PROJECT

FOR NEUROLOGICALLY IMPAIRED CHILDREN

PRINCE GEORGE'S COUNTY, MARYLAND

SPECIAL EDUCATION DEPARTMENT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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I

SYNOPSIS

OF

OPERATION BRIDGE

SUMMER 1968

A SYNOPSIS
OF
OPERATION BRIDGE

A SUMMER ADVENTURE IN LEARNING

Prince George's County School System hosted for the second consecutive summer, a six weeks experimental demonstration program, for ninety (90) "neurologically" impaired children with severe learning problems. Operation Bridge is Federally funded under Title III of Public Law 89-10. The original project was conceived and written by Mrs. Jean Campbell, former principal of the Capitol Heights Special Center and Mr. Robert Janus, Resource Teacher for the Special Education Department.

The creation of Operation Bridge grew from the need for a continuous program of language development, motor training and socialization processes to habilitate the neurologically impaired child. The primary purpose of this project is to bridge the summer gap between regular school sessions.

Existent traditional kinds of summer recreational or day camp programs simply do not meet the critical ongoing needs of the child with severe learning problems. Without a program of continuous summer stimulation, these children fail to maintain their "educational and social level" and often regress during this summer break. As a result, the classroom teacher usually spends the first six to eight weeks in the fall, trying to help these children get re-orientated to the learning atmosphere of the classroom and school. Evidence gathered from the evaluation of the thirty (30) participants in Bridge during the summer of 1967, indicated a dramatic positive change in ability to readjust to

the educational climate they left in June.

This summer (1968), the project was expanded to include sixty (60) more children and two additional centers. Host schools for these centers were Holly Park, Princess Garden and Hillcrest Heights.

Five master teachers, chosen primarily on the basis of successful teaching experiences with the neurologically impaired child, formed the main teaching force at each of the three centers. Assigned to each master teacher was a university undergraduate who served as a teacher apprentice. During the orientation program preceding the opening of Operation Bridge, the trainees learned about the behavioral, perceptual and language problems encountered in the neurologically impaired child. So that the trainees might learn how to look objectively at children, instruction was given on the importance and use of keeping daily logs. During the next six weeks, these logs were used as basis of discussion for the twice weekly meetings with the psychologist and pupil personnel worker and center coordinator.

The children spent from 10:00 to 2:30 participating in activities involving manipulative skills, perceptual-motor skills, language stimulation, use of art and music media, and group games for the purpose of socialization and interaction. Particularly popular and useful was the swimming program where each child received twice a week individual instruction, swimming skills and water safety. Each Friday the children went on an all-day field trip; places visited included, among others, the National Arboretum, Sandy Point State Park, Shady Grove Theater, fishing trip to Cedar State Park and a train ride.

An invaluable role was played by the supportive help of a full-time

psychologist and pupil personnel worker at each center. Their primary responsibilities were to conduct parent and sibling discussion groups and to aid the staff in observation, interpretation and evaluation of behavior. Evening discussion groups were formed where parents were given the opportunity to "open up" and talk about community reaction to the exceptional child, what the future holds for their youngsters, how to discipline and WHY. "Why did it happen to me, and how do I feel about this child?" Working with parents during the regular school year has been proven to be vital. The summer program reinforced this. Brothers and sisters of the exceptional children met to explore their feelings and exchange anecdotes about home life and their responsibilities. Working with other children in the family was "innovative." The evaluation of this phase by parents and staff was enthusiastically positive.

It would be most difficult to ascertain who learned more this past summer - the staff, trainees, parents and siblings or the children themselves. A myriad of suggestions for improvement and change are now being examined so that the program in the summer 1969 will benefit from what was learned during 1968 Operation Bridge.

II

EVALUATION

OF

PROJECT OBJECTIVES

EVALUATION

There were two main objectives of Operation Bridge as stated in the proposal.

They were:

I. To provide a continued experimental program throughout the summer, in order to prevent regression in the progressive social and developmental learning of the child.

II. To provide insightful learning experiences for teachers, teacher-trainees, and parents.

Evaluation of Objective I

A pre-project evaluation of each child's social, emotional and academic level of functioning was made by a Special Education Resource Teacher in cooperation with the child's classroom teacher. The academic functioning levels were determined by considering the following information:

a. Reading Level

b. Arithmetic Level

c. Language Level

Social-emotional levels of functioning were evaluated by direct observation of the child's school behavior by the classroom teacher, resource teacher and in some cases ancillary personnel in the school system. (Psychologist and Pupil Personnel Worker). Observations were made relative to the following specific kinds of behavior patterns:

a. Disordered Behavior The child will often be described as overactive. On closer questioning the amount of motor be-

havior may be found to be no greater than that found in a normal child of the same age. It is troublesome to parent or teacher because it is activity without clear direction, focus, or object. Its direction shifts from instant to instant and the actions may best be described as irrelevant and repeatedly tangential.

b. Short Attention Span. As in gross motor behavior, so too in perception and thinking the child's engagement is often fleeting and his concern shifts apparently at random from one aspect of the environment to another. He is easily distracted, and weak extraneous stimuli can readily divert him from ongoing concerns. Yet on other occasions the same child may be perseverative and persist in his own direction of activity despite concerted efforts made by teacher, parent, or peer to effect a change. Attention may best be characterized as capricious--now will-o'-the-wisp and again fixed with glue-like intensity upon socially irrelevant and educationally impertinent aspects of the environment.

c. Emotional Lability. Conduct is "dramatically unpredictable" and is characterized by rapid shiftings of mood and affective expression. Tantrum behavior characteristic of much younger age levels is not uncommon, and relatively minor changes in routine or moderate demands can provoke marked outbursts of rage, grief, and aggressiveness.

d. Social Incompetence. Frequently the child is described as functioning at a social level which is significantly below his age and often far lower than his estimated intelligence.

In play with other children his level of fine motor coordination is below that of his age mates and in ordinary children's games he is awkward, clumsy, and inept. Social failure may produce aggressive behavior, tears, withdrawal, or all of these either in sequence or pattern. Other children call the child "queer" and actively avoid his company.

e. Impulsiveness and meddlesomeness. The child is apparently unable to refrain from touching, moving, and handling objects especially in a new environment. Meddling may extend to rougher handling and, when over-stimulated, the child may be destructive. Lack of inhibition may extend to all aspects of social functioning and be reflected in unacceptable sexual displays, unprovoked aggressions, and verbal outbursts.

Evaluating The Progress Of Bridge Children In The Fall

During the six-week term of the project, weekly anecdotal record (Appendix A) was kept by the classroom teacher for each of her six children. Each child's academic status was evaluated. Specific comments relative to social-emotional behavior were recorded. Daily staff meetings with the project teachers, trainees, psychologist and pupil personnel worker gave the classroom teacher opportunity to discuss each child's participation in the other parts of the total program. The six week's summer session ended with each master teacher having a cumulative report on the status and progress of each child. These reports were then summarized to include those observations by the project staff which they felt would be most helpful to the classroom teacher to whom the child would return in September. This "Follow-Up Report," (Appendix B) was sent to the classroom teacher when school started in September.

A total of eighty-eight children were evaluated after their summer experience in Bridge. Two children were withdrawn from the project, because the one parent felt Bridge was an inappropriate placement and the other because of the parents inability to make a committment to participate in the weekly parent discussion groups.

Eight Special Education Resource Specialists were directly involved in trying to determine the effects of this summer project on the academic and social-emotional status of the eighty-eight children completing the six weeks session.

By mid-October, approximately six (6) weeks after the start of the fall session of school, the eight specialists were able to contactthe classroom teacher of each of the eighty-eight (88) project participants.

Crucial questions to be answered were:

1. Did the summer program of Operation Bridge, in fact, provide the stimulation necessary to prevent regression in the essential learning processes of the child with a learning disability?

   Essential Learning Processes - when having reference to the child with a learning disability, are those processes currently referred to in behavioral science as involving perception, integration, and expression, either verbal or nonverbal.

2. Did the summer program of Operation Bridge, in fact, provide the stimulation necessary to prevent regression in the social and emotional development of the child with a learning disability?

Evaluation of Progress of Children in New Situations

a. From Diagnostic Center to Center for Mentally Retarded.

Four children who were in a diagnostic center the year before, were placed in a center for the mentally retarded. It has been our experience over the past years that children transferring from a diagnostic center to a center for the mentally retarded, frequently need a tightly structured and closely supervised "adjustment period" before they are ready to assimilate the routine of the new center. Reports on these four youngsters indicate that they have experienced no serious difficulties in adjusting to changes in a new physical environment, new teachers, unfamiliar routines, and a change in classroom structure. They have had no problems adjusting socially or emotionally. It is felt that Operation Bridge contributed significantly in preparing these four children to accept changes and to adjust quickly so that

they were able to make the transition from one learning environment to another.

b. From a Parochial School Regular Class to Prince George's County Public School, Special Learning Problem Class in Special Education.

One boy transferred from a Parochial School "normal" class setting to a Special Learning Problem Class in the Public School System. Francis was referred to Bridge by the Parochial School Administrator primarily because of what "appeared to be" a fearful and/or negative attitude toward reading.

Francis was accepted into the project because a request for transfer into our school system had been made and it was our opinion that this boy could be helped in making this transition by exposure to the summer program.

During the first few weeks in the program, this boy developed a serious problem in attending and listening along with a serious difficulty in accepting adult authority. He became stubborn and irritable with the adults (master teachers and trainees) but related to his peers without any difficulty. Interaction with the other boys and girls in his group was positive.

During the last two weeks of the program, there was another noticeable change in this boy's behavior. He began to be more able to accept adult authority without his usual verbal or non-verbal resistance. The psychologist

and pupil personnel worker were able to "focus" on this problem and offer the master teachers valuable insights in helping this lad cope with the problem.

Reports from his present classroom teacher indicate that this boy has made a most satisfactory adjustment to his new situation. He was in "good shape" for school when he reported in September, i.e. he related well to a new teacher, was relaxed with the change in physical environment and adjusted to school routine in the new situation without significant difficulty.

c. From Diagnostic Center to Special Learning Problem Class in the Regular Elementary School

Ten children have been placed in special learning problem classes in the regular elementary school. Reports of classroom teachers concerning the academic progress and social-emotional adjustment of these ten youngsters were extremely encouraging. They experienced little or no difficulty in adjusting to the change in new school placement, new teachers or unfamiliar routines and classroom structure.

Our experience in transferring children from a center situation to a regular school special class placement, during the past few years, has not been without its anxious and apprehensive moments. Even with the best possible "follow-up" that time and effort would allow, we were more often than not the unhappy recipients of an urgent "S.O.S.

from the transferred child's new classroom teacher. Adjustment to the new situation after the long summer break was often an extended and frustrating experience shared by both teacher and child. We have long felt that this summer break devoid of the many crucial learning experiences presented with consistency that is so necessary for this child's habilitation, is a very real culprit in a child's ability to make smooth transition to the new situation.

It is felt that Operation Bridge helped to effect the smooth adjustment necessary for him to continue his academic program in the new situation.

Four of these children have made adjustment to the new situation with such ease that within three months they were able to be integrated into the music and physical education programs with classes of their "normal" peers.

d. From a Center for Trainable Mentally Retarded to a Diagnostic Center for Children with Special Learning Problems.

One boy was transferred from a center for the trainable mentally retarded to a diagnostic center for children with special learning problems. He was enrolled in Operation Bridge because the staff and principal of the Learning Problem Center were confident that the program content and structure of Bridge would provide those experiences this boy needed to make a successful transition from the trainable center to the new center situation. Bridge would expose him

to the "tight" structure that is so often necessary with a highly distractable boy with a learning disability.

In a post project interview with the principal and classroom teacher from this boy's new center, the principal commented, "adjustment of this boy to the program prescribed for him here has been unbelievably smooth." Within the first three weeks he was progressing beyond expectation in the auditory and visual perception and body image program. Because the principal and classroom teacher had a first hand working knowledge of the Bridge program, their comments giving Operation Bridge much of the credit for this boy's excellent adjustment in the new center were accepted with some degree of validity.

Evaluation of Progress of Children Returning to Same Situation

a. From Centers for the Mentally Retarded Back to Same Center

Eight children, six boys and two girls, from centers for the trainable mentally retarded were enrolled in the Bridge Program. Although the project is designed to provide summer program for the "neurologically impaired" child, seven of these eight retarded were referred because they were young (age 6-7) children who demonstrated abilities in certain aspects of their center program that caused questions to be raised by the staff in these centers, regarding the suspected potential of these individuals. Bridge provided the opportunity to investigate to some degree the suspicions of these classroom teachers.

One of the boys included in this group of seven experienced great difficulty in adjusting to the program. Behavior problems increased during the first two weeks. By the end of the third week, he was spending much of his time in a one to one situation with the coordinator, pupil personnel worker or psychologist. It wasn't until the psychologist was able to help the staff understand how this youngster succeeded in "manipulating" them and cleverly got control of situations that they were able effect together methods for controlling this negative behavior. The project summer term ended before the staff was satisfied that the project had made any contributions beneficial to this child's future success in his center situation.

The administrator of the center to which the boy returned

in the fall was of the opinion that Bridge did not meet the needs of this particular lad.

Two of the children returned to their centers in the fall and were placed in in an adjustment class for very young retardates. Unfortunately, this proved to be an inappropriate placement. It was not possible to get information relative to their adjustment.

Four children were reported in October as having made observable gains in motor skills, both gross and fine. Teachers of these four youngsters reported that the usual confusions in adapting to center routine (going to music and physical education, going to lunch, getting out and putting away equipment, etc.) were conspicuous by their absence as compared to youngsters in the same class who had not attended any summer project of any kind.

The eighth boy was enrolled in the project because he had been in a diagnostic center the year before and was a participant in the 1967 summer program. He had made such tremendous gains in his gross and fine motor development during the previous term of the project, that we would have been neglect in not having him enrolled again. However, because of an inappropriate grouping, this boy became a serious behavior problem during the first two weeks of the project. He began to "pick-up" and imitate the inappropriate motor and verbal behavior of the group he was assigned to. It was wondered if perhaps Bridge was not meeting the needs of this boy.

The staff decided that regrouping with an older class of

boys who manifested few behavioral problems might help this lad. In this case the change proved successful. Negative behavior subsided.

The follow-up report from Bridge to the administrator of the center to which this boy returned in the fall, recommended placement with a group of well adjusted <u>older</u> boys whose behavior this lad could imitate until he was helped to develop appropriate behavior of his own. A recent review of the present status of this boy revealed evidence of overall success in his present program and especially in his development of gross motor and fine motor skills.

b. From Diagnostic Centers for Children with Special Learning Problems Back to the Same Centers

Thirty children returned this fall to centers for children with Special Learning Problems. Eighteen to the Lincoln Center and twelve to the Capitol Heights Center.

Investigation showed that twenty-five children had little or no difficulty readjusting academically to the center situations. Those who had problems adjusting socially or emotionally were reported to have satisfactory response within the first two weeks after the fall session started. Teachers interviewed reported that "children were noticeably more settled than in previous years when summer programs were not offered." This group of children had maintained their June academic level and were ready to continue, with very little review, their academic programs.

The twelve children from the Capitol Heights Center were rechecked in mid October of 1968 with the modified Comprehensive

Developmental Record. This is a check list used to measure achievement in specific areas. It was used as a pre and post test tool in the 1967 summer project to provide us with the data needed to determine if the prime objective of the project was being met.

> "To provide a continued experiential program throughout the summer, in order to prevent regression in the progressive social and developmental learnings of the child."

The check list was used in 1967 because it was familiar to the staff at the Capitol Heights Center and it could be administered to the total population at this center (54). Thus, a comparison between the results of children who participated in Bridge with those who did not participate in the project was possible. A comparison and study of the results of the 1967 results clearly indicated little or no regression in the areas measured by the check-list for those children participating in the Bridge Program. (See 1967 Report). Results of the administration of this check-list with the twelve children who returned to the Capitol Heights Center have confirmed the findings based on the data collected in 1967 - - these children did, in fact, benefit from the summer program.

All twelve maintained their June level in the visual perception program.

There was one regression in the area of body image but this boy was functioning at his June level within two weeks after the start of school.

One child regressed in auditory perception. This boy had diffi-

culty adjusting to the loose structure of the program. However, considering his emotional problems, it was reasonable to expect him to have probl ms adjusting to the "tight" structure of the center on his return in the fall.

All twelve children returned without loss in communication skills. Three indicated a gain in this area.

Eight children seemed to be operating at their June level in the quantitative program. Two seemed to regress but showed a return to previous level after three weeks. Two gained slightly.

Ten of the children showed marked gains in the check list item concerned with gross and fine motor development. The other two maintained their June level. The coordinator of the physical development program believed that the intensive swimming and motor training programs may have contributed to the increased ability in the gross motor areas because the children responded so enthusiastically to them.

The eighteen children from the Lincoln Center were checked very carefully in mid October in the areas listed on the "Follow-Up Report" (Appendix B.) In each area, it was reported, that at least 83% or approximately fifteen of the children maintained their June levels. Not more than 10% of the children (2) showed regression in any one area while improvement in any one area ranged from approximately 10% to 45% of this group.

c. From Special Learning Problem Class in the Regular Elementary School Back to the Same Situation

Twenty-six children, nineteen boys and six girls, were enrolled in the project from various special class situations throughout the

county. Within six weeks after their return to a special class in the fall, a post-project follow-up interview with the classroom teacher was made to determine the academic and social-emotional status of each child during the first month of school. We were particularly interested in the reading, arithmetic and language levels of these children in October as compared with these levels in June when they left school. We were also interested in comparing the summary of behavior problems noted for these children in June with those observed in October.

Sixteen boys and all six girls had maintained the academic levels reported for them in June prior to project participation. Three boys showed a regression in one or more of the three academic areas during the first month of school. The same three boys exhibited behavior problems that were not in evidence when the pre-project information was collected.

The twenty-three children who had maintained their academic levels had also exhibited "remarkable" ability to adapt quickly to the general school routine. (changing classes, going to library, eating lunch with large groups, changing from one activity to another within the classroom setting, etc.)

A majority of the teachers interviewed who had these children the year before when they were not involved in the Bridge Program were in agreement that the ability of the children to readjust to the classroom setting and their academics was "remarkable".

SUMMARY

In spite of the fact that the 1968 project was expanded from one center with thirty-six children to three centers with ninety children, the results with reference to the children, we feel, were much the same as those found in the 1967 project. An overall view of the children participating in Operation Bridge (from all types of situations in 1968 as opposed to one center in 1967) shows that these children benefited greatly from the program. It is extremely important to consider that it is not unusual for a neurologically impaired child to return to school in the fall having regressed three to six months or more academically and/or socially and emotionally. Regressions of the children who participated in Operation Bridge did not exceed six weeks in any one case, and in a majority (over 60%)of the cases, a readjustment to academics, school routine and social-emotional levels occured within two weeks after the fall session started.

We realize that it is impossible to make statements concerning the pre and post project behavior of children and to attempt to attribute changes in behavior to participation in a program without research evidence of a sophisticated and elaborate research design. In our case, this has been impossible. We cannot document our results statistically for the dynamic changes we see in these neurologically impaired children as a result of a stimulating and innovative summer experience in Bridge as opposed to the impaired children who "sit at home" during the summer break and "stagnate" academically, socially and often emotionally as a result of the absence of adequate summer stimualtion. It is the

teachers who must work with these children who have come to grips with the frustration encountered when they attempt to "resume" programs for these children in their classes that have done little more than watch television all summer. It is these same teachers who for the past two$\frac{1}{2}$ years, have with unbelievable zeal and enthusiasm, endorsed this project because they have been fortunate to have children in their class who have been "Bridge kids."

The dramatic changes in these children have only been witnessed by teachers and parents. We hope that in the not too distant future the kind of research needed to prove Operation Bridge "statistically sound" will be made available.

Evaluation of Objective II

"To provide insightful learning experience for teachers, teacher-trainees, and parents"

Evaluation of Experience for Teachers & Supporting Staff

The master teachers in Operation Bridge 1968 were unanimous in their praise of the total project but especially as it related to providing learning experiences for them. They were able to really focus on children and their abilities and disabilities. They were exposed to a situation far removed from the "self-contained" classroom and had opportunities to respond to a less structured learning environment.

There was opportunity to evaluate to a greater degree the kinds of adaptive social and emotional behavior these children had developed since they were being placed in multiple and varied social situations.

The teachers felt that the children gained greater confidence in themselves by having swimming and field trip experiences. Because of these experiences, the teachers were able to see children in settings outside the school environment and felt that they were better able to understand and to help with problems parents encounter in similar situations.

The teachers were in unanimous agreement that the experience reinforced their feelings that they were in the right field and working in the right place.

The teaching staff found that having the pupil personnel worker and psychologist as a constant part of the staff was of immeasurable assistance. They added breadth and depth to daily staff discussions. It

gave the teaching staff an opportunity to explore ways of working with and using these supportive services. The pupil personnel worker and psychologist gained a greater appreciation for day-to-day problems that teachers face and what kinds of help teachers need. They gained g reater insight into the needs of the families of exceptional children.

Recommendations for Summer 1969

1. Pre-Project Orientation

   a. More time at individual centers - more time in home rooms.

   b. More time spent in each center getting together as a center group.

   c. More functions demonstrations and a change to "do" at orientation.

   d. Inform master teachers of their subject assignment long before project orientation so they can plan.

   e. Opportunity for the three (3) program people in each area from the three centers to get together to exchange ideas, plan, collect equipment, etc.

   f. Clear definitions of roles of the entire staff and clarification of all responsibilities related to that role.

   g. Perhaps hypothetical situations of crisis situations for staff to analyze and get help in understanding from psychologist and pupil personnel worker.

2. Selection of Children

   a. Specific outline for teachers so they can answer the questions about these kids.

   b. Let universities know about Bridge because they may have kids to recommend from their experimental classes.

   c. More detailed information about child's abilities and disabilities from the classroom teacher.

   d. Children from trainable centers should be more carefully screened to avoid being misplaced in the project.

3. Class and Program Structure

   a. Some children need a self-contained class for a week or more.

   b. The class of aphasic-like children should not be self-contained but should rotate for instruction with the other classes.

   c. Outdoor classes could be very useful in presenting a "camp-like" atmosphere.

   d. A bell system might be very useful for indicating the time to change classes.

4. Crisis Situations

   a. A member of the staff should be appointed the Crisis teacher and a special room set aside for this purpose.

   b. Each child should be handled consistently during any crisis he may have and all members of the staff should be aware of the method to be used.

   c. If one staff member were to drive to all field trips, children causing difficulty could be removed without hindering the experience of the other children.

5. Staff Meetings

   a. Some staff meetings should be structured with an agenda.

   b. More emphasis on information obtained in parent discussion groups.

   c. Staff should meet several times before the project to facilitate adjustment to working as a group.

6. Psychologist and Pupil Personnel Function

   a. Spend more time observing in classrooms helping the teachers achieve a better understanding of the behavior of individual children in differing situations.

   b. Organize and present general information about various topics relative to the children and their learning problems.

   c. Meet with staff before project begins.

Summary

Teachers and supportive staff gained experience in working with children, with parents, with siblings, with trainees and with each other.

Psychologist's Evaluation Of Operation Bridge

This presentation attempts answers for two questions posed about psychological participation in Project Bridge. The first question is "What is the value of a psychologist to the teachers, the students, and the parents of the students involved in such a program?" The second question is "What is the value of Project Bridge to the participating psychologist?"

Value To The Teachers

The individuals within Project Bridge generally follow the team approach. It was assumed that the observations and conclusions of mofe than one individual were superior to those of any single individual. In this spirit the psychologist, working in close support with the teacher, allowed a concentration of effort on the specific behavior and problems of individual children not usually afforded by the regular classroom setting. A child's behavior could be observed at length and, when necessary, daily. Conclusions drawn from such observations could be communicated directly and at once to the teacher.

In reporting disturbing behavior to the daily group meeting, teachers frequently speculated as to the reason for disturbing behavior. On several occasions teachers appeared genuinely surprised when others offered alternative explanations for the behavior being observ--ed and reported. The psychologist further encouraged teachers to speculate about the many sets of environmental conditions that could exhibit similar behavior to that being described. With the increased awareness of the uncertainty about causal factors as determiners of of specific behavior, it became easier for teachers to consider the

many possible meanings of such behavior rather than relying on one or two commonly accepted interpretations. As an example, when the child suddenly starts to act up, teachers frequently consider that he is making a bid for additional attention. He may be, but there are many other possible explanations for the behavior that must be considered. From this point of viewing child behavior as the end-product of many variables having many possible meanings, it was relatively easy for teachers to make the move to considering different methods of management for these children. One especially rewarding incident occurred when one teacher indicated that she had considered consistency to mean the uniformity of presentation of an academic program for all children. While examining her own thoughts in collaboration with others, and in light of the considerations aforementioned, she could see that the varying nature of the children did dictate the need for much greater flexibility in management methods from child to child.

In general, the psychologist in Project Bridge attempted to provide for the teachers close support and a different point of view against which the teacher could test their own thoughts and attitudes.

Value For The Students

It is assumed that the student was the recipient of the improved conditions brought about by the increased flexibility and confidence of their individual teachers. In addition, the students had the opportunity of escaping the classroom setting in times of serious stress. Because of the continual presence of the psychologist, the student, during such moments, could secure meaningful one-to-one contact with an adult. Frequently, after a child who was experiencing

classroom difficulty had availed himself of the opportunity for one-to-one contact, during which the child could express his feelings without fear of reprisal, the child could return to the classroom and resume constructive activities.

The students also were the recipients of any changes, good or bad, that were brought about in the home. Subjectively, it would appear that a number of children were benefited in this respect. One child reported during the course of conversation in class that his parents seemed nicer. This prompted the comment by two of his classmates that older siblings within their families seemed nicer.

Value To The Parents

Again, subjectively considered, it would seem that the parents of the children in Project Bridge received a great benefit from the efforts of the evening program. A word about the nature of these parents and their difficulties would seem to be in order at this point. The behavior of these parents strongly suggest that the act of producing and trying to raise a seriously impaired child is so traumatic that few, if any, parents survive such an event without serious emotional difficulty. Further, these parents seem to be aware that their very real problems have caused emotional difficulty. As such they constitute a group of people seriously in need of help and in many cases very much afraid to seek such help. After several meetings had allowed the establishment of some rapport, the parents slowly became more verbal about their problem and their feelings about these problems. Before the six weeks period was over, many of the parents became quite open in their thanks for what they considered

the first opportunity they had ever experienced for expressing themselves to others who understood. It is doubtful that the Board of Education has a more enthusiastic group of parent supporters within the County. It is obviously assumed that improved conditions of comfort with these parents resulted in more understanding for the child.

Value Of Project Bridge For The Psychologist

Working under the conditions of day-to-day contact with the children about whom recommendations are being made, as well as with the teachers to whom such recommendations are addressed, produces two obvious benefits for a psychologist. First, a psychologist can obtain valuable information about the immediate results of his recommendations. It is possible to observe the teacher attempting to implement recommendations, as well as observing the effect of such change upon the child. This immediate observation of the different levels of effectiveness applied to different types of conditions constitute a valuable learning experience. Possibly even more important under these conditions, it is possible to check at once the effective level of communication that has been established between the psychologist and the individual's teacher. The matter of communication is always of vital concern. Under the conditions of Project Bridge it was possible at times to detect conditions of defective communication and correct those conditions at once.

Another obvious value for the psychologist, provided by such a setting, relates to the extensive contact with parents. During the normal course of the year it is usual to see a set of parents once. Due to time limitation it is virtually impossible to make contact

with the parents more than twice. The repeated contact with parents provided by Project Bridge allowed for a more conclusive picture of parents and their difficulties in accepting their children's problems. Such contacts bring home anew the fact that if we are to assist children, especially elementary children, to attain their ultimate educational potential, we must work more closely and more extensively with the parents of these children.

Subjectively, it would appear that several facets of Project Bridge are of great value. This can only be considered as one opinion at this time, however, Final conclusions must await the findings of the objective evaluation measures planned for this project.

III

RESEARCH REPORT

PSYCHOLOGIST'S FINAL REPORT

Evaluation of
ESEA Title III Project
"Operation Bridge"
Conducted Summer 1968
By
Prince George's Connty Board of Education

CONTENTS:

Introduction
Part I: Background
Part II: Selected Demographic Data
Part III: Questionnaire Results
Part IV: Recommendations

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INTRODUCTION

This report will consist of three parts. The first part will be a discussion of the background of the study reported here. Included will be such information about the project as a whole as will be necessary to understand the reasons for the type of research carried out, and to realistically evaluate the limitations imposed thereby on the data and on the conclusions and inferences drawn therefrom.

Part II will be devoted to a presentation of selected data concerning the participants in Operation Bridge. The data to be reported include comparisons made within the research population on the basis of age, sex, center attended during Operation Bridge, and type of placement during the regular school year.

Part III will contain a presentation and discussion of a survey questionnaire distributed to all participants' parents who attended the parent discussion groups, in order to obtain from them an assessment of whatever change, if any, they observed in their child. Here also will be mentioned the results of the questionnaire as answered by a small subsample of the siblings who attended the siblings; discussion groups.

In Part IV recommendations will be developed detailing how the project might be researched rigorously if there is a strong enough desire that this be done. This would require that sufficient money and manpower be allocated to the research for it to be done properly.

Part I: Background

The budget for Operation Bridge for the summer of 1968 originally contained an item requesting approximately $7,500 for research and evaluation. This amount would have paid for the personnel and materials necessary to conduct a study utilizing both control and experimental groups, both of which were to be pre and post-tested. In other words, the group of children chosen to be in the project would be evaluated by means of a number supposedly relevant psychometric and educational diagnostic instruments at a point in time just before the project was to begin and again just after it was terminated. This, the experimental group, would have then been compared to a similar group of children, evaluated at corresponding times, who had not been chosen to be in the project. Of course, the two groups were to have been equated initially on a number of variables.

Although the plan sketched above obviously would have been complex and expensive, it was the recommendation of the consulting psychologist, and accepted by the co-directors of the project, that that was the only available way to find out if the project accomplished what all involved thought it would for the "neurologically impaired" children for whom it was designed.

Subsequent to the submission of the original budget, the co-directors had to submit a revised budget when they were informed that the original budget was too large. Naturally, when faced with the necessity of reducing the amount requested, they intended first of all to keep the level of service to the children as high as possible. They did not want to eliminate any aspect of the project providing beneficial

direct service to the children, and this the research and evaluation did not do. Therefore, the original amount requested for this purpose was reduced to approximately an amount sufficient only to pay the salary of the research psychologist on a half-time basis for the duration of the project.

This change obviously necessitated considerable redefinition of the research design. It soom became apparent that the children participating in the project could not possibly be evaluated individually, either before the project began or afterwards. Even less possible was the assembling, equating, and evaluating of a control group, particularly since word was not received that the project was to be funded only until about 10 days before it was to begin.

The reason why not even the experimental group could be evaluated pre and post-project was a logistical one. The shortest evaluation survey available that would have yielded data along relevant dimensions* was estimated by its author to take approximately 45 minutes for administration, moreover, administration is on an individual basis. Simple multiplication shows that it would have required a minimum of 67.5 hours to evaluate all 90 of the children in the project. If the maximum time available per day, about $4\frac{1}{2}$ hours had been used for this purpose, the evaluations to be done at the beginning of the project would have lasted the whole first three weeks or first half of the project. Even this is on the assumption that full time would be given to the evaluations which, as was noted above, was not financially possible.

All of the above is for purpose of explanation of why the re-

search and evaluation aspects of the project were carried out as they were. The research psychologist, having made the decision outlined above, then devoted his time to assembling and tabulating some demographic data about the children chosen to be in the project, reported in Part II, and to constructing a questionnaire to be answered by the parents of the children, in which they were asked to evaluate what changes they observed in their children as a result of their being in the project. These results are reported in Part III.

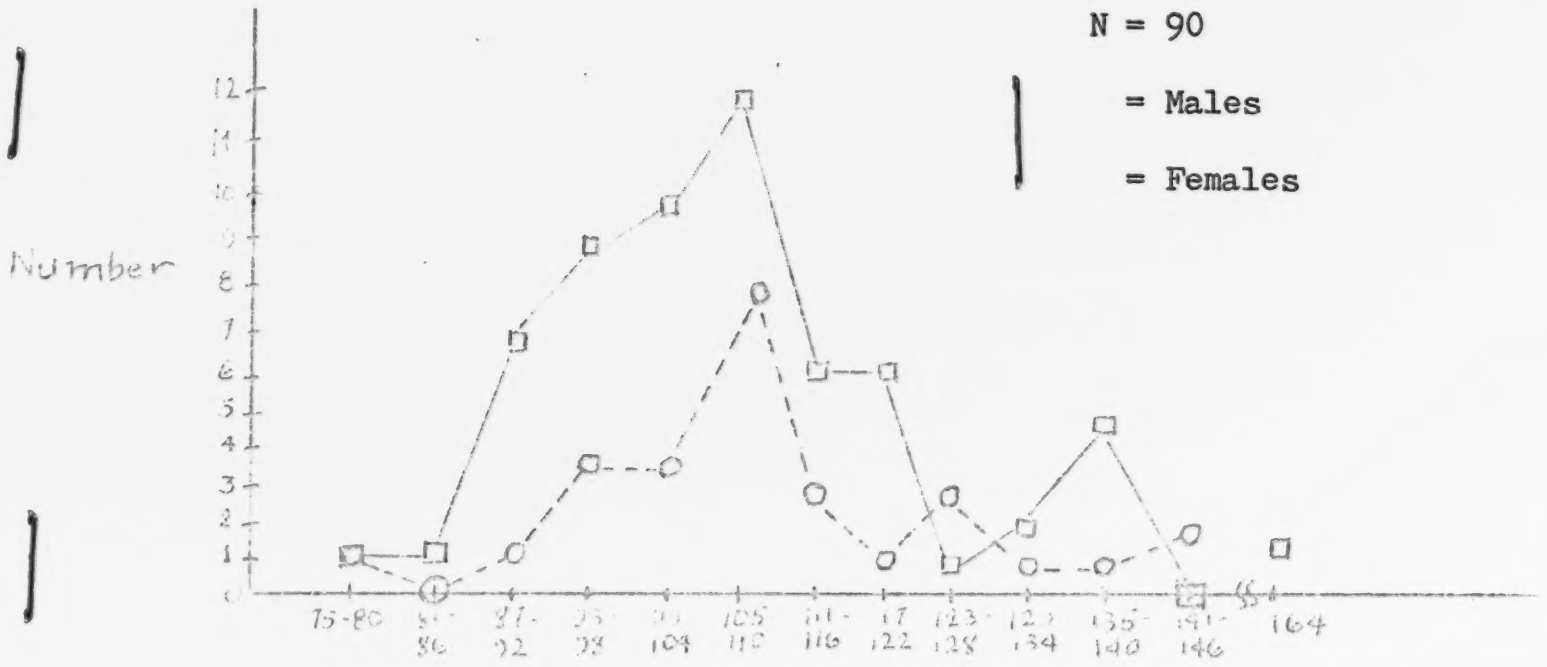
*Robert E. Vallett, Developmental Survey of Basic Learning Abilities. Palo Alto, Calif.: Consulting Psychologists Press, 1967.

Part II: Selected Demographic Data

This part will consist primarily of tables designed to show the distribution of children served by Operation Bridge in terms of the center attended during the project by age, sex and placement during regular school year.

FIGURE 1

Distribution of All Operation Bridge Subjects by Age and Sex



As can be seen from Figure 1, the only age range in which girls outnumber boys is that from 123 to 128 months. In all other intervals the usual predominance of boys is seen. This predominance extends to a ratio of 6 to 1 at the 117 to 122 month interval, decreasing at other points to a ratio as low as one-to-one. Inspection of the graph also reveals that the majority of the pupils, both boys and girls, are less than 110 months old. The interval of which that figure is the upper limit also is the one that contains the largest number of both boys and girls.

Table 1 indicates how the children are distributed by center attended by sex, as well as the average ages of the children in each center by sex.

TABLE I

Average Age by Sex and Sex Ratio, by Center

	SEX		RATIO	AVERAGE AGE Months	Years & Months
TOTAL	Males	61	2:1	108.23	9 - 0
SAMPLE	Females	29		110.28	9 - 2
	N	90		108.89	9 - 1
HOLLY	M	20	2:1	101.60	8 - 6
PARK	F	10		105.50	8 - 9
CENTER	N	30		102.90	8 - 7
PRINCESS	M	18	3:2	107.33	8 - 11
GARDEN	F	12		109.50	9 - 1
CENTER	N	30		108.20	9 - 0
HILLCREST	M	23	3:1	114.70	9 - 7
HEIGHTS	F	7		118.43	9 - 10
CENTER	N	30		115.57	9 - 8

In the above table it is important to remember that the average ages shown, both in terms of months and in years and months are weighted averages. The average child in Operation Bridge was slightly over 9 years old. It can be seen from an inspection of the table that in every instance the girls on the average were older than the boys, by two to three months. This was despite the fact that the total range of ages in months was for both groups identical, with a single male exception. (see Figure I).

Table I also shows that although the overall ratio of boys to girls was two to one, the ratio within centers varied from a high of three to one at Hillcrest Heights Center to a low of three to two at Princess Garden Center. Thus, Princess Garden Center had the most nearly equal distribution of boys and girls.

It can be noted in addition from Table I that the oldest group was that of the girls from Hillcrest Heights, with a mean age of 9 years-10 months, while the youngest was that of the boys at Holly Park, with a mean age of 8 years - 6 months. Although not tested statistically, this difference is probably significant.

Another difference that is likely to be significant is that between the boys at Holly Park and those at Hillcrest Heights, with the latter being significantly older. A similar difference is found between the two groups of girls at these two centers. The implication of these findings is that the pupils assigned to these centers, one in the northern part of the country and the other in the southern part, were either drawn from two different pools of potential subjects or, if from the same pool, were chosen using different criteria of selection. The data in Table I contain the suggestions that as far as being recommended for and being chosen to participate in a summer program for "neurologically impaired" children is concerned, the more southerly one is located in the country the later the age at which such recommendation and selection is likely to be made.

TABLE 2

Break-out of Operation Bridge Subjects by Center Attended and Type of Placement during Regular School Year

Center Attended	Placement during Regular School Year				
	Cent. for Neur. Imp.	Trainable Cent.	SLP Cl.	Unknown	Total
Holly Park	16	4	8	2	30
Princess Garden	13	1	16	0	30
Hillcrest Hgts.	14	3	13	0	30
Total	43	8	37	2	90

This table shows that, whereas the number of pupils who had come from centers for the neurologically impaired was fairly evenly distributed among the three centers, within the other categories there was more variation. For example, Princess Garden had twice as many children from SLP classes as did Holly Park. On the other hand, although the absolute numbers are small, Holly Park had four times as many children as did Princess Garden from trainable centers.

If we accept the notion that the type of placement is an indication of the severity of the problem, then Holly Park, with 20 out of its 30 students from centers either for trainable pupils or for the neurologically impaired, faced by far the greatest challenge in terms of the presumed severity of the problems presented by its students. This contrasts with the picture manifested by the other two centers, where the children, on the basis mentioned above, were much more nearly evenly split between levels of severity.

Overall, approximately one-half of the Operation Bridge students came from centers for the neurologically impaired, with nearly 40% more being drawn from the SLP classes. Altogether only 9% of the pupils came from trainable centers, and the remaining 2 children, or 1% of the total, were selected from non-public school sources.

III: Questionnaire Results

A questionnaire was prepared for distribution to the parents of the children enrolled in Operation Bridge, for the purpose of having them evaluate various aspects of the program in a structured framework where the response was to be chosen from among a set of limited and specified alternatives. That is, most of the items on the questionnaire were of the multiple choice variety. A total of fifteen items were written, so as to get the parents to evaluate separately the several features of the project, as well as to give a general rating. A copy of the questionnaire is attached, and constitutes Appendix C.

The 90 children in the project all together had a total of 156 parents. Through the distribution of the questionnaire at the final meeting of the parents discussion groups and through a single mail-out to those parents not present at that final meeting, a total of 89 completed questionnaires was obtained. This is a 57% return, somewhat low since the majority of these were completed by the parents attending the last meeting of the parents' discussion group. One factor which operated against a successful mail-out was that many of the families, it was known, planned to take vacations in the few weeks between the end of Operation Bridge and the beginning of the regular school term.

The average rating given to each of the fifteen items of the questionnaire is tabulated below.

TABLE 3

Parents' Mean Value of Responses to Each Questionnaire Item, Verbal Label, and Non-Respondents

Item No.	Mean Value	Verbal Label	NR
1	4.35	Quite - Very helpful	1
2	3.98	Somewhat - Quite helpful	1
3	4.77	Quite a lot - Very much	0
4	4.28	Quite a lot - Very much	1
5	4.63	Quite a lot - Very much	1
6	4.16	Quite a lot - Very much	4
7	3.09	Somewhat - Quite a lot	5
8	2.98	A little - Somewhat more	3
9	3.82	Somewhat - Quite a lot	2
10	2.86	A little - Somewhat	41
11	2.24	Average number of aspects liked	1
12	0.24	Average number of aspects disliked	1
13	3.83	Mostly favorable	1
14	4.64	Somewhat - Strongly favor	1
15	4.21	Quite - Very likely	1

The exact meaning of the verbal label can be determined by consulting the questionnaire itself, found in the appendix. It will be noted that the respondents had a generally favorable reaction to most aspects of the project. With the exception of item No. 10, almost all of the respondents answered all of the questions. That item asks the parent to estimate how much the siblings of the child in Operation Bridge, if there were any, benefited from the siblings' discussion groups. The high rate of non-responding to that item is due to the item's not being answered by parents with only one child and by parents who did have other children but whose children did not attend the discussion groups for them by reason of age or simply by not coming.

The questionnaire results indicate that the parents felt that Operation Bridge was, overall, somewhere between quite helpful and very helpful to their children. They felt that it was somewhat less helpful to their family as a whole.

The field trips and the swimming program were popular with the parents. They responded that their children liked the field trips an amount between quite a lot and very much (4.77). They were very nearly as enthusiastic about the swimming program (4.63). When asked how much they thought that their children had benefited from these two programs, their responses were in the same range, that is, between quite a lot and very much, but in each case, somewhat lower (4.28 and 4.16 respectively). In both cases the parents saw their children liking the activity somewhat more than benefiting from it, and in both cases by an approximately equal amount.

One possible reason for the slightly less favorable overall rating given to the swimming program may be, as noted from parental comments written on the questionnaire, that very nearly all of the parents felt that the field trips had been positive experiences for their children. There were, relatively, somewhat more negative reactions to the swimming program. That is, the number of parents who said that swimming was an unpleasant or anxiety-provoling experience was greater.

Item No. 7 asked the parents to indicate how much better coordinated their child seemed after being in Operation Bridge than he was before being in the program. Their rating was that their children were, approximately, somewhat better coordinated (3.09). This average has been weighed in a downward direction by the responses of the parents whose children were well coordinated, even before the program started. A better measure of perceived change, it is now realized, would have been to phrase the question differently. One way it might have been better put would be, "If you consider your child to be uncoordinated, how much

better coordinated does he now seem to be than he was before being in Operation Bridge." Nevertheless, with the question put as it was, the parents still were of the opinion that their children were somewhat better coordinated.

Whereas the preceding question was arrived at assessing what improvements in coordination, if any, the parents perceived in their children, this question was designed to get at changes in language usage at home. We wanted to know if the child was using more language there and, if so, how much. The parents' response was that their children were using a little to somewhat more. This seems to reflect the fact that relatively few of the Operation Bridge children had severe language deficit, that is, for the majority of the children language usage was not as serious a problem perhaps as were other disabilities.

The next two questions were concerned with the parents' reactions to the two kinds of discussion groups which were a part of the project. The first asked them to evaluate the parent discussion groups and the second the sibling discussion group. Their reaction to the former was considerably more favorable than to the latter. Their mean rating for the parent discussion groups was between benefited somewhat and benefited quite a lot (3.82), whereas the rating on the sibling discussion groups was between benefited a little and benefited somewhat (2.86).

As was noted above, the question that had the greatest number of non-respondents was the one concerning the sibling discussion groups. Only somewhat over one-half of the parents choose to respond. Of those who did respond, the majority were not particularly enthusiastic, if at least not negative.

When asked to list any aspect of the program that their children indicated that they liked, each parent recorded approximately two features of it (2.24). Of those mentioned, the most frequently appearing one was the field trips; the next most frequent was evenly split between having "other kids like himself to play with during the summer" and the swimming program.

The other side of the coin, things disliked, was very low (0.24). This means that only one parent in four listed one feature as something his child had indicated he disliked. The dislikes covered a variety of activities; there was no one that stood out as obviously the most disliked feature. It is worth noting that of the 88 parents who answered this question, only 21 listed even one aspect that their child reported as disliked.

The responses to question number 13 reveal that the vast majority of children made mostly favorable comments or remarks about the project. Inspection of the data shows that those who didn't make mostly favorable comments tended to have made no comments at all. A small number made remarks evenly divided between favorable and unfavorable, while no single child is reported by his parents to have made mostly unfavorable statements.

The final two items were included in the questionnaire as a result of some discussion carried out in the parent discussion groups concerning whether Operation Bridge would be a regular summer activity for children with learning disabilities. The parents were told that it would be well if the Board of Education could learn from them how highly they valued the project, and that that could most effectively

be done if the parents formed an organization to represent them. Therefore there was considerable interest in learning how the parents felt about starting such an organization, as well as in getting some indication of how likely they thought it would be that they would participate in such an organization. The parental responses to the first question shows that they favored the idea at a point between somewhat and strongly. Realizing that favoring an idea is hardly the same as participating we asked the second of the two questions. Here they indicated that it was quite to very likely that they would participate in such an organization.

(Note: As a result of this indication of potential support, such an organization was founded. It took the name of Prince George's County Association for Children with Specific Learning Disabilities, Inc. It has approximately 85 paid-up members and attracts between 90 and 100 lay and professional people to its monthly meetings. The Board of Education allows it to use one of its special education centers for its meetings.)

A small group of the siblings of the children in the project also completed the questionnaire. Since the number was so small, no interpretations will be offered of their responses, the mean values of which are shown in Table 4.

TABLE 4

Siblings' Mean Value of Responses to Each Questionnaire Item

Item	Mean Value
1	4.00
2	3.75
3	4.75
4	3.50
5	4.00
6	4.00
7	3.00
8	2.25
9	4.67
10	4.75
11	2.25
12	0.50
13	4.00
14	4.75
15	4.50

If the reader cares to make any comparisons between the responses of the parents and those of the siblings, he is free to do so by inspecting the two tables, but he does so at his own risk.

Part IV: Recommendations

That the research presented here only begins to answer the questions that it would be desirable to have answered about Operation Bridge is obvious. That they will ever be answered in a scientifically regorous way is somewhat doubtful. It is the wish of this researcher that might be, but nevertheless he realizes that the desire to use whatever funding is available for the provisions, first of all, of service to neurologically impaired children is paramount. It is also unlikely that the Board of Education would be interested in allocating money for such research. Two different research designs have been submitted by this investigator, and should be available to anyone who might care to pursue the question further.

To facilitate whatever forms the evaluation is to take in subsequent years, the following recommendations are being made:

1. If, originally, budgets need to be revised, this should be done as early as possible. Furthermore, decisions about the revision should be communicated by the state to the Board of Education no later than January 1 of the year for which the project is to be funded.
2. If the revised budget has to be cut, a final decision on the grant should be given to the Board of Education by March 1 and certainly no later than April 1. In terms of research and evaluation, this would give 8 weeks to make whatever last minute adjustments would be necessary in the research design. This is the minimum amount of time in which that can reasonably be done.
3. This means that by June 1 the chief researcher should have in hand his final design for the evaluation, as well as having spent whatever part of the research and evaluation funds are n needed to hire personnel and purchase materials to begin doing pre-project testing.
4. To do the research any other way is to come very close to making it not worth doing at all.
5. If there is no one willing to commit the time and money to doing the research and evaluation properly, there is no way to tell if the project is doing what we think and hope that is accomplishing.

IV

ROLE

OF

PSYCHOLOGISTS

PUPIL PERSONNEL WORKERS

AND

TRAINEES

ROLE OF PUPIL PERSONNEL WORKER IN OPERATION BRIDGE

The role of the pupil personnel worker during the regular school year is more or less clearly defined. since Operation Bridge, 1967 was the first time a worker had been permarently assigned to one school or project, there was some question as to how these services might blend into the program and best be utilized. It was found that the Pupil Personnel Worker was an invaluable addition to the project. Thus a full time Pupil Personnel Worker was assigned to each of the three centers in 1968.

The first obligation of the worker was to help plan and carry out a program of discussion groups for parents and siblings of exceptional children in the program. This duty was performed three evenings per week along with the following description of activities during the program.

a. Planning and operation of discussion groups.

b. Participating in staff sessions as a consultant and liason between parents and the project.

c. Crisis perdon when adult aide was not availbe.

d. Observing and reacting to behavior patterns exhibited by the children .

e. Keeping Pupil Personnel files current by recording data.

f. Being supportive to staff and parents.

g. Individual parent conferences when warrented.

h. Generally, being available for the "here and now" kind of services needed.

i. Learning, growing, and being eager to "spread the word" to everyone who would listen to the exciting development and culmination of Operation Bridge.

EVALUATION OF TEACHER TRAINEE PROGRAM

Teacher trainees were included in Operation Bridge in order to give them the opportunity to observe and work with exceptional children, to develop positive attitutes related to the impaired child and to give them a practium experience in special education so that they might evaluate whether this is a professional field of their choice.

Selection of Trainees:

1. Suggestion for applicants were made by professionals in and associated with Prince George's County Special Education department. Area Colleges and Universities were asked to recommend interested students.
2. The criteria used in the selection of trainees were:
   a. Enrollment in a college or University.
   b. Interested in "working with children".
3. In selecting trainees who appeared enthusiastic and anxious to work with the handicapped children, a personal interview was most helpful.

There were 15 university students chosen, five for each center. Five of them were Education Majors, four Arts and Science Majors, three Special Education Majors, two were Speech Majors, one was a Psychology Major, and one was a Physics Major. All were enthusastic, hard working, very interested and involved with the children, the staff and the program.

The trainee and staff evaluation of this part of the program was extremely positive.

The trainees felt that they had gained valuable experience in learning how to look at children by working with them, by observing them, and by participation in staff discussions. They learned to consider what behavior was, how to see all possible influences on it, what to change and how. They were able to see and hear about problems of parents of exceptional children and some ways of working with parents. The trainees gained enthusiasm for teaching as a career by experiencing the enthusiams of the staff, by the practical experiences afforded them and by having contacts with professionals who helped them explore opportunities in the educational field. The trainees felt that this had been a wonderful experience for future teachers. They appreciated working with children in small groups and the warm feelings of interest and concern generated by the staff. They expressed the opinion that their college courses would mean more to them.

The trainees became so interested in the children with whom they workes that they asked for opportunities to observe the children and see schools in operation during the year. During the school year, one trainee has provided male companionship for one boy who has no father.

Recommendation for Summer 1969

1. It was recommended that the role of the trainee be defined more adequately.
2. It was recommended that the trainees report in the general staff meetings about their own trainee meetings. More communication is needed in this area.

3. It was recommended that perhaps the trainees could be Educational and/or Psychology Majors in their junior and senior years. It was felt by the staff that the education majors could see Special Education realistically and could help win converts.
4. It was recommended that the trainee have more involvement in doing case studies, under the direction of a trainee coordinator.
5. It was also recommended that all trainees rotate in order to benefit fully from the program.

Summary

This was an extremely successful part of the project. The trainees were given opportunities to work under supervision with individual children, with groups and in all parts of the project. With their assistance it was possible to have one adult for every two children. This meant that individual needs and interests could be satisfied.

V

PROGRAM EVALUATIONS

READING ENRICHMENT PROGRAM

Most children with learning disabilities have extreme difficulty with reading. These children are usually one to four years behind their age mates in reading achievement. The aim of the reading program was not to teach reading as a subject. In fact, no basal readers or other instructional methods were used. Rather the aim was to provide situations in which reading behaviors could be utilized and maintained and to provide other kinds of experiences in dealing with words and symbols.

Some of the activities used in reading enrichment included:

1. The writing and reading of experience stories following each field trip.
2. Making and reading of simple maps.
3. Learning to "read" and follow Indian Trail signs.
4. Learning to "read" facial expressions.
5. Games involving reading such as a Scavenger Hunt or "Go Fish."
6. Making a story booklet.
7. "Reading" pictures and making up a story.
8. Games involving letters and words such as "bingo" and simple crossword puzzles.

Evaluation of Reading Enrichment Program

Some could already read - had positive attitude towards reading and seemed to retain their love for it.

Other children were in need of or were developing confidence in this area.

Some children appeared to be apprehensive and/or have negative feelings toward reading. There seemed to be little change in their attitudes. However, these children were able to successfully perform in the activities which were offered to them. It is felt that if these children continue to achieve a margin of success in this area over a longer period of time, more progress will be made by them.

All reading enrichment teachers felt that they did not have enough specific information about each child's reading abilities. Thus they had difficulty determining what could be expected from each child in this area.

One teacher felt that the reading enrichment and language development areas greatly overlapped and could be combined into one period. Another teacher who had a combined language and reading program, felt that both areas suffered by being combined.

Recommendations For Summer 1969

1. Language development and reading enrichment should remain as separate but related parts of the program.
2. Specific information about each child's reading abilities should be obtained from the child's reading instruction during the school year.

LANGUAGE DEVELOPMENT PROGRAM

The neurologically impaired child often has great difficulty in fundamental communication skills. He often lacks basic concepts, vocabulary and language organization. He has difficulties in the receptive and/or expressive areas of language. Thus language development is an essential part of each child's program.

Each week's language experiences related to that week's field trip. Many kinds of activities were used to introduce new vocabulary and concepts prior to the field trip and the Monday following the trip the language lesson centered around what was seen and done on that trip. In addition to oral communication, the following areas were developed during language periods:

1. Maintenance of attention span in group discussions.
2. Maintenance of auditory perception and phonics skills.

The theme for one weekend was the beach, prior to the field trip to Sandy Point State Park.

Activities to introduce and develop new concepts and vocabulary included:

1. Library books and records.
2. Films and film strips.
3. Actual materials to be seen at the beach (sand, salt water, shells, etc.)
4. Large and small pictures of the beach and individual things to be found there.
5. Teacher dramatizations using flannel boards, finger or hand puppets, drawings, cartoons, crafts projects.

Activities to reinforce new concepts and vocabulary included:

1. Child developed stories and dramatizations using pictures, puppets, flannel boards, tape recorders, video tape recorder, and role playing.
2. Materials and activities listed above

Evaluation of Language Development Program

By the end of the 6th week, attention spans of all children seemed longer - though some still were removed from part of the activities, it was felt that improvement was seen.

At Hillcrest Heights Center, because of a self-contained class of aphasic-like children, and the same number of teachers and classes as per other centers, the language and reading were combined in one class period. Because of this arrangement, it is felt that the children did not benefit as much as they could have in these areas, particularly in reading. Even though these areas do over-lap, it appeared that the verbal was the more emphasized subject. It is also felt that because of the combined class, the children received less instruction or experiences in these areas than the children at the other centers.

Recommendations For Summer 1969

1. The class of aphasic-like children at Hillcrest Heights should not be self-contained and should rotate through all teachers as is done in the other centers.

2. Many kinds of materials should be utilized in presenting, developing and reviewing new language learnings. The use of too many discussion sessions proved boring to the children.

3. It is felt that creative dramatics should be incorporated into the language development program. When used, dramatics provided an exciting vehicle for developing communication skills.

THE MOTOR DEVELOPMENT PROGRAM

In our perceptual-motor training program, we worked developmentally on Body Image Balance, Locomotion, Agility and Sports Skills. We tied each one of these areas in with Control, Visual Motor, Segmental Intergration, Decision Shifting and Social Complexity. (Appendix D)

We rationalized that it was not enough for a child to be able to jump, but able to control his locomotor skill - to jump slow or fast, jump in place, jump and control his arms, jump in different directions or in a high-jump contest.

We used this model for our approach to the Perceptual Motor Training Program of Operation Bridge. It was a model that allowed for considerable flexibility in planning activities. Mr. Robert Janus, the Program Co-ordinator, stressed creativity, imagination and enthusiasm in developing and organizing activities. He emphasized the need for variety in planning the daily program.

BODY IMAGE

a. CONTROL -	How slowly can you put your back in front of me?
b. VISUAL MOTOR PAIRING -	Put your right knee and left hand in the circle.
c. SEGMENTAL INTEGRATION -	Move your left hand and right leg at the same time.
d. DECISION SHIFTING -	How many left-right things can you do?
e. SOCIAL COMPLEXITY -	Stand back to back, knees to knees, head to head.

This same creativity, imagination and enthusiam was emphasized in selecting equipment. Car tires, boxes and broom handles are an example of the types of equipment we were encouraged to use to develop the skills of our perceptual model.

We placed added emphasis in the area of Body Image (body articulation and body efficiency) and mat activities. It was felt that an awareness of all body parts and their use was basic to the total perceptual motor training program. Being able to extend one's body into his environment and relate it to that environment is a concept that we thought was extremely important.

EVALUATION OF MOTOR DEVELOPMENT PROGRAM

It was felt by all concerned, that our perceptual motor developmental program was very successful. In talking with many of the teachers where our children went back to their classes in the fall, we found that they had noticed remarkable improvement in the motor ability of these children. The teachers stated that the greatest area of improvement was the attitude towards motor development. They also mentioned the improvement in body image and self concept. At last some of the children had found an area where they could have successful experiences. Teachers also reported that these children, returned to school in the fall fully able to resume their motor training program without any evidence of regression.

The teachers had the opportunity to come to the gymnasium and observe their class during the motor development period. Some of the statements about the motor training pro-

gram made by the teachers during our staffings were recorded:

a. Many teachers were excited about the successful experiences the children were having in physical development.

b. The teachers appreciated the fact that we were reinforcing many of the essential learning skills to which the children were being exposed in the classroom.

c. The staff responded well to the fact that the physical development program offered rhe children ample opportunity to relax and have fun.

d. Many comments expressing surprise were made relative to the fact that we were able to maintain the necessary structure even when activities became increasingly exciting and that two or more activities could be carried on simultaneously.

e. All teachers were favorably impressed with the organized games and recreational activities at recess, during field trips and picnics.

f. The teachers saw the need for a change of pace in the student's daily program. A change from an academic or classroom setting to a motor development type of setting seemed to relax the children.

g. Teachers were enthusiastic about the fact that the program seemed to cause children to spontaneously want to achieve and "push" their skill levels. The program challenged them.

h. Teachers expressed the hope that projects in the future might be organized developmentally rather than socially.

RECOMMENDATIONS FOR SUMMER OF 1969

a. Motor development equipment to be used by Bridge should be sent to Centers prior to the start of the program.

b. Rather than rotate classes that come to physical development on short swimming days, arrange the schedule so that youngest classes attend physical development every day.

c. Make a greater effort to involve all staff members in large group games during recess, large group gatherings and picnics. The effectiveness of the activity depends upon the enthusiasm of everyone.

d. Pre-project testing or observation of all Bridge children to help ascertain developmental levels to facilitate grouping.

e. Weekly workshops or brainstorming sessions for all physical development teachers and trainees.

FIELD TRIPS

To the neurologically impaired child, his parents and teachers, a trip to places such as the Zoo can be a harrowing, unhappy and confusing experience, inhibiting learning rather than fostering it. This child usually lacks the behavior control and language to make field trips meaningful learning experiences.

During Operation Bridge all Centers took one field trip each Friday. Every week the activities, particularly in Language Development and Reading Enrichment, centered around the field trip theme.

Field trips taken during the Summer of 1968 included:

a. Cedarville State Park for fishing.

b. Luncheon at a restaurant at Georgetown University.

c. Train ride from Washington, D.C. to Alexandria, Va.

d. Cabin John Regional Park.

e. Enchanted Forest, Baltimore, Md.

f. Washington Zoo.

g. Sandy Point State Park to visit a beach.

h. National Arboretum.

i. Fort Washington.

THE SWIMMING PROGRAM

Many children enjoy the type of sport in which there is no real contest; a sport where emphasis is placed on individual performance and where a person advances at his own rate. As a rule an individual enjoys a sport where he is accompanied by another person, but not in competition with him - and the particular sport in reference is swimming. Swimming is theraphy as well as fun. It is often utilized as theraphy because neur-muscular efficiency may be improved - and this improvement may carry over into other activities. Swimming in Bridge is past summer was both theraputic and fun for all involved.

During the orientation program for Master Teachers aand for Trainees, Mr. Robert Janus, an Americam Red Cross Swimming Instructor, Instructed the staff on how to teach the children the Red Cross Beginners Skills. At the start of the program it was assumed that all the children had not had any pool experience and needed to be shown everything about pool safety and swimming.

Twice a week, the three centers involved with the program, went swimming under the direction of water safety instructors. Each swimming session lasted one hour.

I Instruction was set up on a one-to-one basis, that is, one child to one teacher or trainee. While six children were in the pool with sixinstructors, the others watched and waited for their turn.

During the first two swimming classes, the instructors were able to do enough screening to divide the youngsters into three classifications: a) beginners, b) intermediate, and 6) deep water swimmers. The group with the "deep water" swimmers were able to have an instructor to

themselves for the entire one hour period. The other two groups worked on a rotation basis.

EVALUATION OF SWIMMING PROGRAM

The swimming program provided many worth while learning experiences and played an important and fundamental part in the total program of Operation Bridge. Specific values of the swimming program, felt by the staff are as follows:

1. Swimming was a physical recreational activity which involved social participation without competition. As a group activity, it enabled the swimming instructor to encourage socialization by indirection as well as direction.
2. Swimming movements were so diversified as to permit the participant to experience success on his own level during the learning process. This success resulted in the feelings of satisfaction and increased the child's confidence,
3. Swimming provided a series of skills that safeguarded the individual while in or near the water.
4. The swimming program gave each individual a feeling of belonging to the group because they were not cast aside due to their lack of skill.
5. The swimming program helped in overcoming "the fear of water" which hopefully may help "our children" to overcome other fears.

6. Neuromuscular coordination may be improved through the learning of swimming skills.
7. Swimming helped to develop within our children a willingness for readiness which is so important for learning - indicated by the desire to be ready to follow directions because of his high interest in the activity.

The children were so eager to show, to do, to experiment, that instructors were caught up in this wave of excitment created by the children wanting to try out their newly found wings. It seemed that as the children saw themselves more able to direct and control their bodies, they gained a new respect for themselves. The image the children had of themselves seemed to undergo a change for the better - through the objective data of performance, their own performance.

The locker room was a completely unique experience for most of the children. It was here were self-help habits and hygiene were emphasized. It was observed, however, that the children who were overprotedted and helped too much at home, swimming gave them a chance to go it alone on buttons, zippers, and shoelaces.

The unexpected value of the swimming program was the bus ride. While traveling to and from the pool, the children were able to practice language skills by socializing, participating in group singing, and conversations about sights, which they observed.

Recommendations for 1969

1. It has been recommended that swimming be extended to three days a week instead of two days a week.
2. It has be recommended that the shallow end of the pool be be low enough for the children to stand.
3. It has been recommended that the children who are not going swimming should be sent home before the rest of the children leave school.
4. It has been recommended that instructors should be given a hand out of skills, water games, and methods of instructions.
5. It has been recommended that a "free" swim be tried for water adjustment.

THE MANIPULATIVE PROGRAM

It requires years for the child to aquire fully the neuro-muscular co-ordination needed for the fundamental fine motor skills, but definite achievement was made this past summer with the manipulative program in Operation Bridge.

The manipulative program provided manipulative activities that would advance or help maintain the child's small and fine motor controll skills.

Evaluation of the Manipulative Program

Socially, manipulative activities provided an oppottunity for working and playing as a group with competitive games. It provided a great deal of language development for there was much spontaneous language in group games. Along with the manipulative activities, we witnessed the children growing in their ability to monitor their individual behavior - which resulted in a better adult-peer relationship.

The developmental possibilities of physical growth was high in the well conducted manipulative program. Various movements and fine motor co-ordination activities paved the way for an increasing amount of balance and visual perception. Stimulated by the desire for self-expression and imitation, the manipulative program was carried sufficiently to the point where good fitness values did accure.

The emotional growth was fantistic. The children fell into a routine where the Master Teacher would choose a game for each child

the first 15 minutes and then for the remainder of the period, each child was permitted to choose a game of his choice. A variation of the routine was used, depending on the child's ability to choose between several, or two games, or not being able to choose a game at all. It was observed that the childrens attention span increased, for they were learning to observe the rules of the games and how they were appropricately played.

The manipulative program offered a high level of academic growth. It provided the children with scoring of games, developing their use of language, matching names of games with labels, learning cause and effect relationship and most of all, it help with problem solving.

The over all program was received most enthusiastically by the children and also proved to be beneficial to them.

Recommendations for 1969

1. It was recommended that Bridge provide a fund to be used after the types of children were seen.
2. It was recommended that manipulative teachers should meet during the sessions for discussion and exchange of materials.
3. It was recommended that the games provided be geared more to the older groups then to the younger groups.
4. It was recommended that the manipulative teachers be given prior warning as to what they will teach, thus enabling them to prepare and purchase material.
5. It was recommended that the program be continued.

THE ARTS AND CRAFTS PROGRAM

The Arts and Crafts program consisted of activities planned around the weekly field trip and the vocabulary being developed in preparation for the trip. Various experiences were provided including making Indian head bands and feathers, rock painting, crayon resist, banks made of cans and construction paper, tissue paper flowers and mosaics, egg carton caterpillars as well as experimentation with other types of media.

Emphases during this period were: development of fine motor coordination; group participation on a project; learning to help others; development of a feeling of achievement, success and pride in a finished product. Arts and crafts provided an opportunity for many of the children with language disabilities to express themselves through creative activities.

Evaluation of the Arts and Crafts Program

This daily part of the program was eveluated as being a most useful and effective means of helping the children learn to share and communicate with others, those at school, as well as with members of their own family. The children enjoyed completing projects and they took pride in displaying them and telling how they were made. They eagerly looked forward to this part of the program.

It was felt that the activities were successful for the children. It was found that more attention needed to be given to the abilities of individual children in terms of some of the skills which were found

to be needed to complete some of the projects. For example, tracing was very difficult for some of the younger children. It was a necessary skill for making paper mosaics. This project should not have been attempted with children who did not have the skills requisite for completing the activity.

Recommendations for 1969

1. It was recommended that more masculine types of activities be planned such as simple woodworking projects. These activities should stress more gross motor involvement.
2. It was recommended that more pre-planning be done by the Arts and Crafts trachers in order to evaluate what activities are good for which types of children.
3. It was recommended that planning include an opportunity to to expend energy in a variety of activities set up in a flexible atmosphere.
4. It was recommended that this program provide opportunities to make tangible items which the children can take home and that there be a parent night in the arts and crafts room.

EVALUATION OF FIELD TRIPS

The Field Trips seemed to serve many purposes:

a. Field trips gave the children the opportunity to have many meaningful experiences.

b. Structuring these trips seems most important in making the trips successful for the children.

c. Field trips gave the children something about which to communicate and for many helped to develop new language.

d. Every week the activities, particularly in Reading Enrichment and Language Development, centered around the field trip theme. The Monday through Thursday following the field trip was centered around what the children had seen and done on the trip. After having the experience, they seemed to have a great deal to communicate about what they did and saw.

e. All the children had an opportunity to socially interact with one another. On the bus, they enjoyed singing familiar songs which were either accompanied by an autoharp or by a portable tape recorder with the songs pre-recorded. Some of the children were more interested in talking with each other, with the teachers or with the trainees.

RECOMMENDATIONS

a. All teachers believed the following criteria should be utilized in selecting sites for future field trips:

   1. The site should be appealing to the children.
   2. Sites with large crowds of people should be avoided.
   3. Sites should be no more than one hour away from the Center.
   4. Sites should be those which would allow for structuring of behavior and language.

b. Field trips should be planned by the entire staff of each Center and sites should be selected on the basis of the children in that Center and what they are capable of handling.

c. Due to beach conditions, Sandy Point State Park should be stricken from the lost of recommended sites.

d. All Centers questioned the merit of the final three-center field trip to Fort Washington. If such a trip is arranged again there should be a well planned program of activities allowing for more interactions of the groups.

e. Each Center should investigate the possibility of changing field trip day from Friday to another day earlier in the week. Most of the Language Development and Reading Enrichment teachers believed their programs were more meaningful when the children were able to draw on their experiences following a field trip.

APPENDIX A

OPERATION BRIDGE - SUMMER 1968

Weekly Anecdotal Record

Center:_____ Teacher:_____ Child's Name:_____

Language Development:

Reading Enrichment:

Motor Development:

Swimming:

Manipulative: (small and fine motor coordinations)

Arts and Crafts:

Social Adjustment:

Significant Changes Possibly Affecting Child:

APPENDIX B

OPERATION BRIDGE - SUMMER 1968

FOLLOW-UP REPORT

Summary of Evaluation of Children's Progress in Operation Bridge

Center:_____ Teacher:_____ Child's Name:_____

Language Development:

Reading Enrichment:

Motor Development:

Swimming:

Manipulative (small and fine motor coordinations)

Arts and Crafts:

Social Adjustment:

Parent Group Participation:

Remarks:

APPENDIX C

Operation Bridge
Parental Evaluation Form

In order for us to better evaluate Operation Bridge, we would like the parents of the children served by the project to respond to the following statements.

1. How helpful over-all, do you feel Operation Bridge has been to your child?

	Scoring
a. Very helpful	5
b. Quite helpful	4
c. Somewhat helpful.....	3
d. A little helpful.....	2
e. Not at all helpful.....	1

2. How helpful do you feel Operation Bridge has been to your family?

a. Very helpful
b. Quite helpful
c. Somewhat helpful
d. A little helpful
e. Not at all helpful

3. How much did your child like the field trips?

a. Very much
b. Quite a lot
c. Somewhat
d. A little
e. Not at all

4. How much do you feel that your child benefited from the field trips?

A. Very much
b. Quite a lot
c. Somewhat
d. A little
e. Not at all

5. How much did your child like the swimming program?

a. Very much
b. Quite a lot
c. Somewhat
d. A little
e. Not at all

6. How much do you feel that your child benefited from the swimming program?

   a. Very much
   b. Quite a lot
   c. Somewhat
   d. A little
   e. Not at all

7. How much better coordinated, than he was before being in Operation Bridge, does your child seem?

   a. Very much
   b. Quite a lot
   c. Somewhat
   d. A little
   e. Not at all

8. Is your child using more language than he was before being in Operation Br?

   a. Very much more
   b. Quite a bit more
   c. Somewhat more
   d. A little more
   e. No more

9. How much do you feel that you as parents benefited from the Parent Discussion Groups?

   a. Very much
   b. Quite a lot
   c. Somewhat
   d. A little
   e. Not at all

10. How much do you feel that your other children, the siblings of the children in Operation Bridge, benefited from the sibling discussion groups?

    a. Very much
    b. Quite a lot
    c. Somewhat
    d. A little
    e. Not at all

11. List below any of the aspects of the program that your child indicated that he or she enjoyed.

    (Scoring = number of aspects mentioned)

12. List below any of the aspects of the program that your child indicated that he or she disliked.

    (Scoring = number of aspects mentioned)

13. Were most of your child's comments about Operation Bridge favorable or unfavorable?

    a. Mostly favorable
    b. Mostly unfavorable
    c. Evenly divided
    d. Made no comments

14. Some parents have suggested that they would like to see established in Prince Georges County, an organization of parents of children with learning problems. How do you feel about the starting of such an organization?

    a. Strongly favor
    b. Somewhat favor
    c. Indifferent
    d. Somewhat opposed'
    e. Strongly opposed

15. If such an organization was begun, how likely is it that you would be willing to participate?

    a. Very likely
    b. Quite likely
    c. Somewhat likely
    d. Probably unlikely
    e. Not at all likely

16. Any additional comments that you care to make:

APPENDIX D

GUIDELINES FOR A PERCEPTUAL-MOTOR TRAINING PROGRAM FOR CHILDREN WITH MINIMAL NEUROLOGICAL HANDICAPS

PERCEPTION-MOTOR CATEGORIES	Body-Hand Image	Balances	Locomotion	Agility	Finger-Hand-Eye Interaction	Strength Endurance	Form and Movement Perception	Sport Skills
GENERAL CONSIDERATION CONTROL	Slowly move your hand while watching it.	See how slowly you can walk the line.	How slowly can you walk, how fast?	Can you stand up slowly?	How slowly can you draw a line?	Try fast pushups and then a slow one.	Trace around the figure slowly with your finger.	Run-and-stop games.
VISUAL-MOTOR PAIRING	Touch and look at your right hand with your left.	Watch the moving point while standing.	Jump into squares.	Roll and look at a point up there.	Place dots in the circles in time with the music.	Sit-up and look at the X, now down and see the other.	Touch the ball swinging on the string as it passes you.	Let's play catch.
SEGMENTAL INTEGRATIONS	Move your left hand and right leg at once.	Move down the beam using your arms to balance.	Jump using proper arm action.	Get up rapidly.	Tap rhythmically with one hand twice and then the other.	Hit with your left hand, while shifting body weight.	Trace a square with one hand and a circle with the other Run and catch	Rebounding in basketball is like this."
DECISION SHIFTING	How many left-right things can you do?	How many ways can you walk the line?	How many ways can you jump into the box?	How can you get up? Six ways?	How many ways can you draw a line from dot to dot?	Count and observe the form of his push-ups.	How many ways can you bounce the ball?	Can you invent a game with a stick?
SOCIAL COMPLEXITY	Touch your friend's right hand.	Follow the leader down the beam.	See how many ways your team can jump the line.	Let's have a hi-jump contest.	Bob..... follow the line drawn by Jane on the board.	Let's have a push-up contest.	Bob..... did Dick draw a triangle?	Now let's play with four on a side.

The general considerations should be incorporated into the program as follows:

"Control" ...This implies that at times the child might be asked to move as slowly as he can, in an attempt to help him to place himself under his own control. Vigorous and rapid activity, while called for at times, will, many times, merely further excite the already excitable youngster.

"Visual-Motor Pairing" ...When possible the child should be encouraged to involve visual control with his movements. Being asked to jump is not as productive as asking the child to jump with accuracy into a square, over a line, etc.

"Segmental Integrations" ...The activities in the program should encourage the child to integrate the various bodily segments, to involve the top of his body with the bottom, and one side with the other. For example, proper arm involvement should be encouraged when jumping, and bi-lateral rhythmic activities should be encouraged to aid in left-right integration.

"Decision Shifting" ...In line with "Control" above, the child, when feasible, should be permitted to make decisions relative to the task, evaluation, etc. The theoretical framework presented by Mosston outlines in detail how this may be accomplished using perceptual-motor activities as a learning modality. (6)

"Social Complexity" ...Performance should be encouraged under conditions which gradually increase the complexity of social interactions and social "stress." The child attempting to throw a ball to an adult therapist in an otherwise empty gymnasium is not comparable to playing catch with one's peers with the accompanying social punishment which may be received as the ball is dropped. (5)

An important "general consideration" which has not been included on the charts involves what might be termed "Movement Differentiation." These children frequently evidence the inability to direct their tensions and energies in tasks in efficient and specific ways. Frequent residual tensions are often seen. A "spill-over" of inappropriate tension in one arm, for example, is often seen as the child engages in an activity with the other. Upper body tension may accompany the child's efforts when jumping. Attempts to throw "softly" may be made in vain. Whenever possible, the individual working with these children should be sensitive to this general and basic problem, and attempt to educate them to focus appropriate tensions in the body parts being utilized in the task at hand, and to differentiate between the body parts in use, and those not involved directly.

VI

BUDGET

Projected Program Budget Estimates
Fiscal Year 69

(Revised Copy of Budget Projection for FY 69-70)

Name Board of Ecuation, Prince George's County, Maryland

Address of Applicant Upper Marlboro, Maryland

For Program Project Period Beginning June 1, 1969 AND ending 30 May 70

Expenditure Accounts — Estimated Expenditure

Title	Account	Total Amount	Title III P1-89-10 Funds 1969	Funds Budgeted for by Prince George's County 1969
ADMINISTRATION	100	15,571.00	7,056.00	8,515.00
INSTRUCTION	200	59,085.00	48,991.00	10,094.00
ATTENDANCE	300			
HEALTH SERVICES	400			
PUPIL TRANSPORTATION SERVICES	500	6,800.00		6.800.00
OPERATION OF PLANT	600	2,034.00		2,034.00
MAINTENANCE OF PLANT	700	453.00		453.00
FIXED CHARGES	800	128.00	128.00	
FOOD SERVICES	900			
STUDENT BODY ACTIVITIES	1000	1,986.00	1,986.00	
COMMUNITY SERVICES				
CAPITAL OUTLAY				
OTHER		1,850.00		1,850.00
TOTALS		$87,907.00	$58,161.00	$29,746.00***

*** Prince George's County has budgeted for $29,746.00 or approximately 33% of the total projected budget necessary to operate Bridge in 1969-70.

BREAKDOWN OF IN=KIND COSTS BUDGETED FOR BY PRINCE GEORGE'S COUNTY 1969-70

1.	Administration:	Supplies used in preparing project reports , etc. (stencils, paper, mimeo fluid, phone charges, etc.,	$300.00
		Salaries of planners, typists, clerks, used in preparing reports, and narrative.	1,840.00
		Total salaries for three (3) center coordinators. These 3 coordinators will have responsibility for administration (like a principal) of the 3 summer program centers. Salary based on 10th step Master's for 34 days of employment.	6,375.00
2.	Instruction:	expendable supplies given to summer project (crayons, paper, clay, etc.,	400.00
		salaries of planners who: are preparing summer program plans along with director, etc.	2,160.00
3.	Pupil Transportation	Services: Cost of operation buses for the transportation of children during the 30 days of summer project. Salaries of bus drivers who transport the children.	6,8000.00
4.	Operation of Plant:	Based on existing formula used by Board of Ed. -- 5 cents per child per hour per day.	1,134.00
5.	Maintenance of Plant:	Based on exixting formula. 2 cents per child per hours per day.	453.00
6.	Other	Salaries of psychologists, Pupil-personnel workers and center aides who contribute pre and post project time to planning and evaluation. Aides -- moving and inventory of equipment.	1,850.00
7.	Instruction:	Total salaries for four (4) master teachers for 34 days of summer program. Salary based on 8th Step BA plus 15 hours.	7,534.00
		Total Prince George's County In-Kind	$29,746.00